



Glen Hills Primary School

Art and Design

Statement of Intent

Intent

At Glen Hills Primary School, we believe that delivering a high quality Art and Design curriculum, which inspires, engages and challenges pupils, is fundamental to providing a broad and balanced education.

Our Art and Design curriculum provides children with the opportunity to:

- explore and develop their creativity, imagination and self-expression.
- develop their technical art skills and techniques in a wide range of media and materials through a balance of exploration, experimentation and direct high quality teaching.
- develop their critical thinking and communication skills by evaluating and discussing their own work and that of others.
- develop their knowledge and understanding about a broad range of artists, designers, and craftspeople and of the formal elements of art.
- engage fully with the curriculum, whatever their ability, confidence level or special educational needs.
- enjoy the artistic process and feel pride in their creative outcomes.
- develop and exercise many of their R2R character muscles, including bravery, cooperation, respect and focus.
- demonstrate the British values of tolerance and respect when evaluating the work of others.
- enhance their cultural capital by learning about famous artists and artworks.

Through being given these opportunities, children will learn many transferable skills which can be applied across other curriculum subjects and it will help them to develop creatively, intellectually, emotionally, physically and socially, preparing children for life within and beyond primary school.

Implementation

EYFS

Children have access to art activities in every topic. They are given the opportunity to explore and use a variety of media and materials through a combination of child initiated and adult-directed activities. In child initiated activities, teaching staff introduce and demonstrate new media, processes, knowledge, skills, techniques or subject matter, which children can then access and explore independently. In teacher led activities, children are helped to generate their own ideas and are taught specific skills to create a piece of artwork. Throughout the EYFS, children are encouraged to evaluate their work through careful questioning by adults and discussion with each other.

The art coordinator has developed the art curriculum in the EYFS to provide more opportunities for children to follow their own interests and use their imagination in their artwork by setting up a freely available 'making table' where resources are added over the reception year as the skills and techniques have been taught for them to be used.

The art curriculum now also includes a number of discreet art lessons introducing and encouraging the exploration of different tools and media and to introduce more artists and artworks to the children.

The art curriculum continues to be in line with the new Statutory Framework for the EYFS.

KS1 and KS2

The teaching of art at Glen Hills Primary School is in accordance with the National Curriculum. The art coordinator has designed a comprehensive progression map which informs our planning and ensures full coverage of the curriculum. It covers the four main strands of Art and Design teaching and learning – Generating Ideas, Making, Evaluating, and Knowledge and Understanding. The art coordinator, in partnership with teachers, has redeveloped the art curriculum with lessons and schemes of lessons in line with the progression map. This redevelopment is a continuing process and planning is regularly being updated and altered to keep improving.

In KS1, most art lessons are linked to topics in other subjects with a few discrete art projects. In KS2, longer, discrete art projects focussing on either a famous artist, designer or craftsman; a movement in art; or a subject matter (e.g. space or water) are taught, with some links to topics in other subjects where appropriate.

Generating Ideas - In KS1, the focus is on generating ideas through exploring media, skills and processes, looking at the work of other artists, and responding to the world around them. In KS2, the children are still encouraged to experiment with new media and processes but also to emphasise planning and developing ideas and then creating with those intentions in mind.

Sketchbooks are first introduced in Year 1 where the focus is on trying out different media and techniques. This progresses to include more planning of final pieces in KS2 with annotations aiding the development of ideas, as well as experimenting with and refining skills and techniques. The use of sketchbooks has been increased and they are becoming an integral part of art learning at Glen Hills.

Making - The carefully designed 'Making' strand of the progression map, enables teachers and the art coordinator to ensure that art activities and projects are planned to cover a broad range of skills, techniques and processes. The Making strand is broken down to elaborate on the small step, progressive skills and knowledge to be taught in drawing, painting, sculpture, and other media, beginning with exploration and developing into mastery. It also ensures the formal elements of art are being covered across each year group.

Evaluating - Children are encouraged to analyse and evaluate their own work and that of other artists, designers and craftspeople, using their growing knowledge and understanding (see below). In KS1, this is mainly in the form of talking about their own and others' artwork, with careful questioning from the teacher. In KS2, children are also taught to annotate their sketchbooks leading to more independence in the evaluative process.

As the Art planning is developed, evaluation is becoming more explicit in lesson plans to ensure that it becomes an integral part of art learning.

Knowledge and Understanding – Children are taught about the work of a wide range of artists, designers, craftspeople, architects and artistic styles and movements. The art coordinator has ensured that this includes male and female artists and artists from different cultural and ethnic backgrounds.

Children are taught about a wide range of materials, techniques and processes and the vocabulary to enable them to talk about these. They also develop a thorough understanding of the formal elements of art.

Through this, children are taught the practical, theoretical and disciplinary knowledge needed for a broad and quality art education.

This knowledge and understanding and its retrieval is being made more explicit in lesson plans as the new planning is being developed.

Assessment and Differentiation

A new assessment framework has been developed alongside the new progression map. Teachers assess children informally throughout their lessons, giving verbal feedback and adapting teaching where necessary. They formally assess pupils twice yearly in relation to our assessment statements for each year group. This is analysed by the art coordinator to inform and address any trends or gaps in attainment which can then be addressed. (For example, taking into account boys' interests when redesigning the art planning as girls have been showing higher attainment in most year groups.)

All children are suitably challenged by the lessons. Differentiation is by outcome, support and extension activities. Children, particularly GDS children, are continually encouraged to stretch themselves, as evaluation of their own work is a key part of the curriculum. In addition, extra questions and activities for those working at greater depth have been developed in the new planning.

Extra-curricular Activities

The art coordinator and other staff at Glen Hills have run competitions, fund raising events and art clubs for small groups of children.

CPD

The art coordinator delivered staff training on the new assessment statements and progression map to keep staff informed about changes to the Art curriculum in November 2020. Further training will be delivered in subsequent years to further develop teachers' skills, confidence, knowledge and understanding.

Impact

- Children show clear enjoyment, self-expression and confidence in art and design.
- The majority of children will be working at or above the age-related expectations.
- The intellectual, emotional, physical and social development the children gain through their art and design curriculum has a positive impact on their progress in other curriculum subjects.
- Children become creative, critical thinkers with enhanced cultural capital, prepared for their next steps after primary school.